



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mayfield Central School District	Mr. Christopher Harper

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	The whole district functions as an effective professional learning community with the understanding that all educators are an integral part of improving outcomes for students by making learning meaningful and intentional.
2	By aligning curriculum to match critical ELA & Literacy elements, the elementary school's heterogeneously designed classrooms demonstrate evidence of standards-based ELA & literacy standards planning, aligned and equitable instruction resulting in active engagement, ownership of learning, and improved outcomes for all students.
3	Establishing a strong educational team that encourages, facilitates, and sustains high-impact best practices and strategies that focus on improving leadership skills, classroom instruction, and building a school district that reflects the intellectual and developmental needs and characteristics of all students.

DCIP Cover Page

4	Instructional Technology is embedded into daily classroom lessons to support student engagement and to maximize student learning while providing student performance data.
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>The whole district functions as an effective professional learning community with the understanding that all educators are an integral part of improving outcomes for students by making learning meaningful and intentional.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The Mayfield Central School District's mission is: "To ensure that all students will acquire the academic and social skills to enable them to function successfully as productive citizens." The school and district emphasize that - "All students can learn - All means all."</p> <p>During the 2021-22 school year the Mayfield CSD central administration and school leaders, with local BOCES and outside consultants, conducted an audit of curriculum, assessed its status of professional learning community implementation and practices, and considered capacity and options for next steps. As a result, the district concluded that it needed to focus on building teacher efficacy throughout its PK-12 structure. This has resulted in three key Strategies:</p> <ol style="list-style-type: none"> <li>1. Establish Teacher Leaders for each grade level (ES) and content area (Jr/Sr HS)</li> <li>2. Instructional Learning Teams (PLCs) in each school building</li> <li>3. Diagnostic Assessment and Progress Monitoring of Critical Skills</li> </ol> <p>The Jr/Sr High School Equity Self-Reflection demonstrated that conversation and professional development opportunities have led staff toward a more cohesive understanding of a collective responsibility toward learning and sharing in student achievement and success. This pointed to why the district is primed for this Priority, Strategies, and a focus on improving student achievement and building PK-12 efficacy. .</p> <p>This Priority leverages key portions of the Culturally Responsive-Sustaining Education Framework, specifically Principles 2 and 4. The Strategies emphasize</p> <ul style="list-style-type: none"> <li>• <i>High expectations and rigorous instruction</i> - "The environment is academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes."</li> </ul>

## Priority 1

- *Ongoing professional learning* - “It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.”

This Priority is influenced by the *How Learning Happens Framework* because “adults in the school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions.” Emphasis on well-planned instruction leading to high impact learning is weaved throughout the *Framework* including -

- Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding.
- Learning happens all the time and everywhere, not just in school.
- Brains develop throughout our lives; intense periods of growth happen in early childhood and adolescence, and are affected by the quality of one’s environment, resources, and relationships.
- And, adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential.

Ultimately, “When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.”

The district conducted three surveys this past spring to identify strengths and topics to consider and focus on. The surveys concluded the need to focus on improving instructional and assessment practice resulting in improved student learning and achievement. Range of data for each question demonstrates the need to commit to focusing on how school leaders and teachers work together to strengthen instruction and curriculum by creating authentic learning experiences and supporting all teachers in this process.

Student Voice Survey: (% of agree and strongly agree)

## Priority 1

- Our school curriculum (work) is challenging. HS= 43.8%
- My teachers explain things in different ways so that all students learn./My teachers give the type of assignments that help me learn. HS= 39.9%
- My teachers ask questions that make me think. ES= 84.3%
- My teachers explain things clearly when I make mistakes in class or on a test. ES= 78.1%

Student perception of learning is noticeably different between the two school buildings.

### School Performance Scan - Faculty Survey: (% of agree and strongly agree)

- We actively utilize a school-based plan with specific SMART goals to guide our work. D = 33.3%, ES = 15.4%, HS = 50.0%
- Our school leaders encourage professional development and application of the content. D = 49.2% , ES = 34.5%, HS = 62.1%
- Our school leaders actively support data-driven inquiry as a school-wide practice. D = 61.4%, ES = 55.2%, HS = 70.4%
- We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work. D = 67.3%, ES = 69.2%, HS = 65.5%

### Parent Engagement Survey: (% of agree and strongly agree)

- I receive specific test/assessment information about my child(ren)'s progress. D = 60.2%, ES = 72.2%, HS = 44.6%
- Our school has a strong curriculum that meets the needs of my child(ren). D = 50.4%, ES = 53.5%, HS = 46.4%

As a result, the district prioritizes focusing on supporting leadership opportunities, continued collective professional learning, and action steps that focus on improving instruction and assessment leading to increased student learning and achievement. District and school leadership teams have the collective potential to have an enormous impact on student learning, which will ultimately strengthen the instructional core of the school community. There is opportunity for the district to refine its instructional core and dive into questions that will help us keep focus and follow a defined path to improved practice and success for all students.

Priority 1

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Establish Teacher Leaders for each grade level (ES) and content area (Jr/Sr HS)</b>	<p>Summer 2022 Training focused on:</p> <ol style="list-style-type: none"> <li>1. Roles and responsibilities</li> <li>2. How to build and lead effective teams using Instructional Learning Team process - ILT (professional learning community) framework and process.</li> </ol> <p>Focus of training:</p> <ul style="list-style-type: none"> <li>● Laying the Foundation with a clear and compelling purpose based on student learning.</li> <li>● Targeted Focus on key questions that support action-research and results orientation.</li> <li>● How to use data to inform and support the Cycle of Continuous Improvement</li> <li>● Understanding the Instructional Learning Team Continuum focused on: Implementation, Developing and Sustaining critical practices.</li> </ul> <p>Teacher Leaders support the implementation of Instructional Learning Teams.</p>	<p>Each grade level (ES) or Content Area (Jr/Sr HS) is represented by an approved teacher leader.</p> <p>Each grade level or content area has consistently scheduled monthly meeting session times on the calendar.</p> <p>All teacher leaders attend monthly scheduled professional learning sessions..</p> <p>Agendas and ILT records demonstrate instructional practices focused on horizontal and vertical alignment.</p>	<p>Schedule - monthly teacher leader meeting sessions.</p> <p>Money - stipend pay for each teacher leader and materials/supplies as needed</p> <p>Money - outside consultant</p> <p>Space - reserve a space in each school for the admin team and teacher leader teams to meet.</p> <p>Individuals - outside consultant support</p>

Priority 1

	<p>Monthly Teacher Leader training during 2022-23 School year to -</p> <ul style="list-style-type: none"> <li>● Implement and monitor integrity of ILTs</li> <li>● Continue learning how to build the ILT process, use data protocols and receive coaching for specific needs</li> </ul>		
<b>Instructional Learning Teams (PLCs) in each school building</b>	<p>Faculty ILTs will engage in data teams focused on applying the critical components and actions of professional learning communities.</p> <p>Continue the implementation from 2021-22 focused on applying the Professional Learning Community Framework:</p> <ul style="list-style-type: none"> <li>● Setting the purpose</li> <li>● Preparing to learn as a group</li> <li>● Standards, Data, Protocol, and Inquiry</li> <li>● Clarifying the work to focus on</li> <li>● Setting Next Steps</li> </ul> <p>Applying Data Driven Protocol Processes that:</p> <ul style="list-style-type: none"> <li>● Measures and monitors - Current State versus Desired State</li> <li>● Collects and acts upon metrics: Baseline, Goal Setting and Progress Monitoring</li> <li>● Cross-walks of student results with learning walk data</li> </ul>	<p>Each team is scheduled biweekly to meet</p> <p>Each team presents a record of meeting notes and attendance.</p> <p>Each classroom demonstrates the transfer of strategies from ILTs as demonstrated by learning walks and surveys.</p> <p>Survey data demonstrates that faculty ILT teams feel supported by teacher leaders and school admin teams.</p>	<p>Time – ILT Teams are scheduled to meet on school calendar</p> <p>Money - to fund teacher leader training</p> <p>Money - outside consultant</p> <p>Space - reserve a space in the school for each team to meet</p> <p>Individuals – outside consultant support</p>



Priority 1

	<ul style="list-style-type: none"> <li>Is delivered, modeled, and supported in teacher teams.</li> </ul>		
<b>Diagnostic Assessment and Progress Monitoring of Critical Skills</b>	<p>Continue to implement the IXL Assessment Tool as a district-wide assessment and academic practice tool, building this into part of the instructional and learning culture.</p> <p>Provide ongoing professional development that is targeted, personalized, periodic and to support continued implementation of IXL in each classroom.</p> <p>Evaluate the strength and effectiveness of IXL implementation using Diagnostic snapshot data, surveys and learning walk data.</p>	<p>100% of students in grades 1st to 12th complete quarterly Diagnostic Assessment.</p> <p>100% of students in grades 1st to 12th agree or strongly agree they know their academic growth.</p> <p>Quarterly Diagnostic Assessment Data is reviewed as part of ILT Data Process.</p> <p>Professional development is targeted and represents attendance for teachers who require additional support.</p> <p>Learning walk tool represents critical look-fors that capitalize on using diagnostic and progress monitoring assessment data.</p>	<p>Time - teachers schedule time within weekly plans for all students to update Diagnostic score and practice individualized recommendations.</p> <p>Time – ILT Teams are scheduled to meet on school calendar.</p> <p>Time – learning walks scheduled as part of each admin’s daily schedule.</p> <p>Schedule - ongoing, monthly professional learning time to continue about IXL and how to infuse within instructional plans.</p> <p>Money - outside consultant</p> <p>Individuals – outside consultant support</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Success will look like an increase in % of agree and strongly agree on the following survey questions in May 2023-

Student Voice Survey:

- Our school curriculum (work) is challenging.
- My teachers explain things in different ways so that all students learn./My teachers give the type of assignments that help me learn.
- My teachers ask questions that make me think.
- My teachers explain things clearly when I make mistakes in class or on a test.

School Performance Scan - Faculty Survey:

- We actively utilize a school-based plan with specific SMART goals to guide our work.
- Our school leaders encourage professional development and application of the content.
- Our school leaders actively support data-driven inquiry as a school-wide practice.
- We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.

Parent Engagement Survey:

- I receive specific test/assessment information about my child(ren)'s progress.
- Our school has a strong curriculum that meets the needs of my child(ren).

Success will look like each grade level led by a teacher leader who supports the Instructional Learning Team Continuum focused on: Implementation, Developing and Sustaining critical practices.

Success will look like a learning walk tool representing critical look-fors that capitalize on using diagnostic and progress monitoring assessment data.

### Priority 1

Success will look like each classroom demonstrating the transfer of strategies from ILTs as demonstrated by learning walks and surveys.

Success will look like 100% of students in grades 1st to 12th completing quarterly Diagnostic Assessments and 100% of students in grades 1st to 12th agree or strongly agree they know their academic growth.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>By aligning curriculum to match critical ELA &amp; Literacy elements, the elementary school's heterogeneously designed classrooms demonstrate evidence of standards-based ELA &amp; literacy standards planning, aligned and equitable instruction resulting in active engagement, ownership of learning, and improved outcomes for all students.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>During the 2020-21 school year, the district performed an ELA and Literacy curriculum audit at the elementary school level. As a result, they noticed that the current curriculum was out of date, did not match the new NYS Learning Standards, and was missing key foundational topics and skills. As a result, the 2021-22 school year focused on implementing a curriculum and program that was better aligned to the NYS Learning Standards.</p> <p>During the 2021-22 school year, further assessment of the elementary school curriculum identified gaps in curriculum maps including lack of alignment between grade level classrooms (horizontal alignment) and vertical progression (PK to 6th grade). With support from the BOCES instructional coach and an outside consultant, the district created a plan to further support the needs identified at the elementary school.</p> <p>This plan includes two critical actions:</p> <p><u>Unpacking and aligning NYS ELA standards to local ELA &amp; Literacy curriculum including:</u></p> <ul style="list-style-type: none"> <li>• Introduction and crosswalk between CCLS and ELA Next Generation Standards.</li> <li>• Alignment with the Wonders ELA Curriculum tool identifying connections and crafting learning targets, success criteria, learning tasks and assessments for reading, reading foundations, writing, listening and speaking, and language.</li> <li>• Guided vertical alignment of ELA standards for impactful tier one instruction.</li> </ul> <p><u>Instructional Best Practices focused on:</u></p> <p>Integration of student ownership of learning, success criteria, active engagement and student self assessment into daily instructional practice. Key components continue to</p>

## Priority 2

target student ownership of learning, active student engagement/empowerment, checking for understanding, high cognitive levels of questioning and differentiated instructional practice.

- Grade level coaching, co-teaching and lesson design
- Instructional practice professional learning with teacher provided evidence/artifacts of instructional implementation supporting DuFour's four questions and student learning
- Continuous reflection on learning target and task alignment.

Evidence from surveys conducted this past spring demonstrate the need for this Priority:  
School Performance Scan - Faculty Survey: (% of agree and strongly agree)

- Our curriculum is well-structured and aligned to standards. D = 59.6%, ES = 32.1%, HS = 86.2%.
- Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning. D = 66.7%, ES = 64.3%, HS = 71.4%
- We work together across grade levels and content areas in order to provide an integrated approach to student learning. D = 35.1%, ES = 28.6%, HS = 41.4%
- Our grade level/content area teamwork has a positive impact on student outcomes and learning. D = 78.6% ES = 85.2%, HS = 72.4%

As a result of this data, there is a need to focus on construction of aligned curriculum and continuous improvement on instructional planning and practices within and across grade levels that provide equity and access to all students.

This Priority highlights the *Culturally Responsive-Sustaining Framework* and the need to foster high expectations and rigorous instruction. This upholds the expectation that school leaders support and teachers deliver rigorous instruction for all students regardless of identify markers; this aligns to the district's mission: "To ensure that all students will acquire the academic and social skills to enable them to function successfully as productive citizens." The school and district emphasize that - "All students can learn - All means all." And to engage in ongoing professional learning that leverages inquiry groups and learning teams focused on analyzing data to determine

## Priority 2

trends across sub-groups to better make instructional decisions and take action towards the students they serve.

Focusing on student learning intentions, student engagement, formative assessments, and success criteria is a high priority in the elementary school and in all classrooms. Although progress has been made in some classrooms, it continues to be an area where classroom teachers need additional assistance with developing these elements. Student learning targets have been the center of professional development to improve instructional practice for years in the district. However, teachers report that students do not own their learning and students report they do not know what success looks like. This has created the importance and the urgency to focus on these elements of instruction.

The *How Learning Happens Framework* states that, “Every child is engaged in meaningful learning that is relevant to them.” Meaningful learning is at the heart of student agency. Students must see themselves as partners in their learning and can take ownership in their learning. *How Learning Happens* reads, “Learning is Multidimensional,” this means “Learning is cognitive; the ability to think, reason, and solve problems deepens understanding.” The difference between student compliance and student engagement are still not clear and coherent across the district. As the *Culturally Responsive-Sustaining Education Framework* states, “through implementing classroom practice aligned with these principles, (there becomes) a VISION of an education system that aims to create students who experience academic success. Students are prepared for rigor and independent learning.” The district emphasizes “The *Framework* was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.”

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Unpack and align NYS Next Gen State Standards to ELA Units &amp; Curriculum</b>	<p>Introduction and crosswalk between CCLS and ELA Next Generation Standards - Summer 2022 Professional Learning sessions.</p> <p>Alignment with the Wonders ELA Curriculum tool identifying connections and crafting learning targets, success criteria, learning tasks and assessments for reading, reading foundations, writing, listening and speaking, and language.</p> <p>Guided vertical alignment of ELA standards for impactful tier one instruction.</p> <p>During 2022-23 school year - From Summer 2022 Professional Learning sessions, continue to build out and refine grade level ELA Unit Maps during grade level common planning team time, scheduled conference days and instructional learning team time.</p>	<p>By May 2023, each grade level, PK-6, has completed unit by unit, weekly maps aligned to NYS Next Gen State Standards in ELA.</p> <p>Each grade level has articulated standards-aligned learning targets and success criteria for each unit (by week).</p> <p>Unit maps demonstrates:</p> <ul style="list-style-type: none"> <li>• Horizontal Grade Level Unit Planning</li> <li>• Vertical Standards-Based Alignment</li> </ul>	<p>Schedule - time during summer of 2022 to begin this work.</p> <p>Schedule - ongoing, monthly professional learning time to continue building and refining unit maps.</p> <p>Money - summer pay for teachers for professional development and curriculum work</p> <p>Money - curriculum kits</p> <p>Individuals - outside consultant support</p>

Priority 2

<p><b>Continued implementation of instructional best practices at the elementary school level</b></p>	<p>Master scheduling process includes detracking: placing students with mixed abilities and academic achievement in the same classes, with the intention of exposing all students to high quality curriculum.</p> <p>Instructional practice professional learning with teacher provided evidence/artifacts of instructional implementation (monthly) supporting DuFour's four questions and student learning, with continuous reflection on learning target and task alignment.</p> <p>Professional learning sessions (monthly) focus on</p> <ul style="list-style-type: none"> <li>• Integration of student ownership of learning, success criteria, active engagement and student self assessment into daily instructional practice.</li> <li>• Key components continue to target student ownership of learning, active student engagement/empowerment, checking for understanding, high cognitive levels of questioning and differentiated instructional practice.</li> </ul>	<p>All elementary classrooms demonstrate heterogenous, balanced rosters.</p> <p>Learning walk data demonstrates each classroom adheres to their assigned daily schedule.</p> <p>Teachers in each grade level at the elementary school attend and participate in monthly professional learning sessions.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique developmental characteristics and individual needs of each student.</p> <p>Learning walk data demonstrates weekly in-classroom visits.</p> <p>Measures of instruction and learning are</p> <ul style="list-style-type: none"> <li>• On schedule – high-quality evidence demonstrates the strategy is on schedule to meet plan goals and intentions.</li> <li>• Not on schedule – low-quality or lack of evidence shows that the strategy is not on schedule to meet plan goals and intentions.</li> </ul>	<p>Schedule - elementary master schedule</p> <p>Individual - elementary</p> <p>Schedule - ongoing, monthly professional learning time to continue building and refining instructional best practices</p> <p>Time – learning walks scheduled as part of each admin’s daily schedule.</p> <p>Money - BOCES instructional coach</p> <p>Money - funding for mentor program</p> <p>Money - outside consultants</p> <p>Individuals - outside consultant support</p>
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Priority 2

	Grade level coaching, co-teaching and lesson design (monthly)		

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Success will look like an increase in % of agree and strongly agree on the following survey questions in May 2023-

School Performance Scan - Faculty Survey: (% of agree and strongly agree)

- Our curriculum is well-structured and aligned to standards.
- Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning.
- We work together across grade levels and content areas in order to provide an integrated approach to student learning.
- Our grade level/content area teamwork has a positive impact on student outcomes and learning.

Success looks like each grade level having completed curriculum guides with unit by unit, weekly maps aligned to NYS Next Gen State Standards in ELA.

Success looks like each grade level having articulated standards-aligned learning targets and success criteria for each unit.

Success looks like each grade level fully participating in monthly professional learning sessions.

Success looks like the elementary school leadership team using a learning walk tool that represents critical look-fors capitalizing on the unique developmental characteristics and individual needs of each student.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Establishing a strong educational team that encourages, facilitates, and sustains high-impact best practices and strategies that focus on improving leadership skills, classroom instruction, and building a school district that reflects the intellectual and developmental needs and characteristics of all students.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>To clearly know how effective a district and its schools are, and if it is reaching its intended expectations and outcomes, there needs to be a consistent monitoring process that measures effectiveness of actions as evidenced by metrics and methods.</p> <p>The following three ingredients, when bound by research-based best-practices, are clearly messaged, are repeatedly practiced and monitored, lead to building strong practices, relationships, and trust within the organization</p> <ol style="list-style-type: none"> <li>1. The learning community shares and models the vision and purpose of Core Beliefs.</li> <li>2. Clearly purposed and aligned professional learning.</li> <li>3. Effective Professional Learning Communities.</li> </ol> <p>This Priority fits into the district's vision because it is critical that instruction is student-centered and students have a space where they see themselves represented, reflected, and respected.</p> <p>The Equity Self-Reflection completed by the Jr/SR high school SCEP team demonstrates a continued need to focus on:</p> <ul style="list-style-type: none"> <li>• Enabling students to grow into independent learners by facilitating and supporting lesson design that incorporates practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. (Principle 2)</li> </ul>

### Priority 3

- Monitoring the infusion of best practices within lesson design, which include elements of student voice, choice, and identity, and connecting each of these to the curriculum resulting in improved levels of Engagement (Student to Self, Student to Curriculum). (Principle 3)
- Progress monitoring of implementation of professional development (Better Lesson, Diversity, Equity & Inclusion) and professional learning community action research using consistent and calibrated admin learning walks. (Principle 4)

From the student interview process, the Jr/Sr high school SCEP team noticed similarities from student responses and a critical need for consistency between classrooms.

- Students feel and hear the inequities at school. This comes from many viewpoints/perspectives and conversations and actions.
- How students are getting supported, or the lack of. Like offering reminders, communications, when students are left to their own devices, if they participate or not. If they are not on the radar, they are not encouraged. Accountability is inconsistent.
- Need to get to a point where all adults are supporting and providing the interventions, enrichments and encouragement in equitable and accessible means.

As a result, the teacher–student connection is important. This includes all adults who play key and critical roles in supporting students.

Evidence from surveys conducted this past spring demonstrate additional need for this Priority:

Student Voice Survey: (% of agree and strongly agree)

- Our school leaders walk around our school and visit classrooms. HS = 27.6%
- My Principal / Assistant Principal visits my class. ES = 32.0%

School Performance Scan - Faculty Survey: (% of agree and strongly agree)

### Priority 3

- Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events. D = 42.6%
- Our school leaders frequently visit our classrooms, conducting informal walkthroughs. D = 25.4%
- I receive helpful instructional feedback and guidance from our school leaders. D = 39.7%

#### Parent Engagement Survey: (% of agree and strongly agree)

- Our school leaders often talk about the vision, mission and/or beliefs of our school during events. D = 27.8%

This priority echoes the *Culturally Responsive-Sustaining Framework* (CR-S) and its four principles. Each principle is illustrated by a set of features rooted in elements of quality education that illustrate how CR-S might look in practice across a range of domains, from schoolwide beliefs and norms to classroom practices. This Priority emphasizes the importance for why focus needs to be on monitoring best-practices and culture, and how each is infused and being improved upon. When clear communication and monitoring are lacking or not on schedule to meet expectations and outcomes, everyone is deprived of the learning environment they expect and are expected to have. When clear communication and monitoring are strong and consistent, the school can expect outcomes to be on schedule as demonstrated through data representing high-impact instruction and high-quality evidence of student learning.

To support the continued implementation of this plan and its strategies, and highlight critical messages of the *How Learning Happens Framework* and the *CR-S Framework*, the Mayfield CSD admin team will focus on learning walks to determine how ILTs and professional development are transferred into high-impact instructional planning and student learning in classrooms. The learning walk process is a high-impact strategy that promotes professional dialogue, is conducted routinely, and provides effective strengths-based feedback.

### Priority 3

	<p>To support the progress of the DCIP plan and to ensure each school is working towards meeting each of its goals, the DCIP Leadership team will focus on monitoring the plan as part of its monthly meetings. This monitoring process will support the building of a collaborative and cohesive culture while establishing district wide collective responsibility towards designing learning that matches student needs and interests.</p>
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## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Monitor the Integrity of the DCIP Plan</b>	<p>DCIP Team will meet monthly to</p> <ul style="list-style-type: none"> <li>• Perform checks on progress of plan to determine if strategies are on schedule or not on schedule.</li> <li>• Address strategies or changes in strategies and identify supports and additional training to course correct.</li> <li>• Review sustainability of current plan.</li> <li>• Forecast for next year's plan.</li> </ul> <p>Based on progress checks, the DCIP Team will redirect for obstacles and challenges to ensure progress is made towards goal completion and intentions.</p>	<p>On schedule = high-quality evidence demonstrates the strategy, and its component methods are on schedule to meet plan goals and intentions.</p> <p>Not on schedule = low-quality or lack of evidence shows that the strategy and its component methods are not on schedule to meet plan goals and intentions.</p>	<p>Time – schedule monthly meetings for DCIP Team</p> <p>Space – reserve a space in the school for the DCIP Team to meet</p> <p>Money – to voucher teachers</p> <p>Money - outside consultants</p> <p>Individuals – outside consultant support</p>
<b>Implement a high-impact Instructional Learning Walk Process</b>	District and school admin team will participate in monthly consultant-led training sessions then apply skills and strategies.	Full participation at each monthly professional learning session.	Time – professional learning scheduled monthly with high school admin team

### Priority 3

	<p>Monthly professional learning sessions will include:</p> <ul style="list-style-type: none"> <li>• Ensure cohesive and calibrated learning walk practice through collaborative dialogue and data review.</li> <li>• Learn how to conduct efficient and calibrated learning walks.</li> <li>• Learn how to apply effective strengths-based feedback.</li> <li>• Learn how to apply Data Driven Protocol Processes.</li> </ul> <p>The district and school admin team will Identify best-practice strategies that support effective Tier 1 instruction, these become the learning walk “look-fors” and tool.</p> <p>The district and school admin team will create and follow a weekly schedule for consistent learning walks and determine how data is being collected and formatted for review and sharing through the use of a digital tool.</p> <p>The district and school admin team will review collected data and determine if goals and practices are on schedule.</p>	<p>Learning walk tool represents critical look-fors that capitalize on the unique developmental characteristics and individual needs of each student.</p> <p>Learning walk data demonstrates weekly in-classroom visits.</p> <p>Collection of learning walk data is housed in centralized location.</p> <p>Informal Learning Walk feedback is aligned to the calibration process and look-fors.</p> <p>Feedback is shared in a consistent manner.</p> <p>Quarterly sharing of learning walk data with staff to highlight evidence of highly effective pedagogy and best practices.</p> <p>Measures of instruction and learning are:</p> <ul style="list-style-type: none"> <li>• On schedule – high-quality evidence demonstrates the strategy is on schedule to meet plan goals and intentions.</li> <li>• Not on schedule – low-quality or lack of evidence shows that the strategy is not on schedule to meet plan goals and intentions.</li> </ul>	<p>Time – learning walks scheduled as part of each admin’s daily schedule</p> <p>Space - reserve a space in the school for the admin team to meet</p> <p>Money - outside consultants</p> <p>Individuals – outside consultant support</p>
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Priority 3

		<p>Teachers strongly agree and agree in survey data that - "Our school leaders frequently visit our classrooms, conducting informal walkthroughs." And "I receive helpful instructional feedback and guidance from our school leaders."</p> <p>Students strongly agree and agree in survey data that - "Our school leaders walk around our school and visit classrooms."</p>	

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Success will look like an increase in % of agree and strongly agree on the following survey questions in May 2023-

Student Voice Survey: (% of agree and strongly agree)

- Our school leaders walk around our school and visit classrooms.
- My Principal / Assistant Principal visits my class.

School Performance Scan - Faculty Survey: (% of agree and strongly agree)

- Our school leaders (building administrators) often talk about the vision, mission and/or beliefs of our school during school events.
- Our school leaders frequently visit our classrooms, conducting informal walkthroughs.
- I receive helpful instructional feedback and guidance from our school leaders.

Parent Engagement Survey: (% of agree and strongly agree)

- Our school leaders often talk about the vision, mission and/or beliefs of our school during events.

Success looks like high-quality evidence demonstrating each DCIP Priority is on schedule to meet plan goals and intentions.

Success looks like the each school leadership team using a learning walk tool that represents critical look-fors capitalizing on the unique developmental characteristics and individual needs of each student.

Success looks like learning walk data representing weekly in-classroom visits with feedback aligned to the calibration process and look-fors.

## PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Instructional Technology is embedded into daily classroom lessons to support student engagement and to maximize student learning while providing student performance data.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>We envision educational technology as possessing the capacity to individualize instruction and expand learning beyond the limits of bricks and mortar and traditional organizational patterns for instruction. With this vision in mind, the school community must explore, evaluate and incorporate, on a continuing basis, those technologies that are found to support, enhance and stimulate these goals. Technology will play an integral role in supporting 21st century learning skills for today's information based society. Students are required to be skilled in the use of technology, have a strong foundation in information literacy, and become self-motivated life-long learners.</p> <p>During the early spring months, the Technology Committee met with stakeholder groups and teams focused on the lessons learned from the previous 2 years. Committees, teams, and stakeholder groups developed goals and activities to address digital equity, unfinished learning, and implementation of digital technologies in classrooms. This feedback provided focus for the Technology Committee to draft a plan to ensure the Instructional Technology Plan meets the needs of the district and its stakeholders for the next 3 years.</p> <p>The Technology Committee met during the spring of 2022 to draft the District's Instructional Technology Plan for 2022-25. The Committee identified key elements and strategies to strengthen the District's Technology strategic plan to support instruction and maximize student learning. The outcome of the district's technology plan is to make sure teachers are continuing to use technology in their instructional programs in all areas. The plan provides a clear and simple strategic vision for the use of technology to support teaching and learning. This is built upon the educational principles and technology standards</p>

#### Priority 4

with the NYS Curriculum and Technology Standards, the NYS Digital Fluency and Computing Science Standards. Areas of improvement with our plan involves ongoing curriculum review; support for professional growth and continued development and implementation of best practices in the use of technology to support teaching and learning.

As a result of the Technology Committee's meetings and drafting of the Instructional Technology Plan, the district will focus on the following three goals:

1. Faculty and staff will develop, implement, and share innovative lessons that utilize learning technologies with New York State Computer Science Fluency Standards in their lessons.
2. Promote a digitally safe environment for faculty, staff and students.
3. Offer Professional Development on Emergent teaching with Digital Literacy.

In "How Learning Happens" the idea that learning is multidimensional and relational is implied within how technology supports how young people learn and grow. This includes:

- Learning is social; the quality of our relationships and social interactions shapes our ability to learn.
- Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding.
- Relationships play a significant role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging.

As a sustained effort, the district will advance teachers' technological competencies and provide continual professional development and opportunities for collaboration. This equips teachers to use technology to create a student centered environment that enhances the learning process. We continue to explore ways to use technology to customize the curriculum to meet students' needs. Our district will expand upon teachers' existing

#### Priority 4

technological competencies through targeted professional development to meet their individual learning goals.

Students will use technology as a tool in all aspects of the curriculum to build understandings from the earliest practical point. The use of technology will support critical thinking, creativity, and communication. Our district will use science, technology, engineering, art and math (STEAM) to further the educational plan of the district and to improve the quality of teaching and learning and maximize the utilization of technology resources. We will encourage educational partnerships with local community members.

The district will continue to use instructional technology to facilitate culturally responsive instruction and learning environments:

- To strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- To facilitate classroom projects that involve the community.
- To develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- To assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- To enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- To facilitate collaborative classroom projects among heterogeneous student groups.

As a result, this DCIP Priority will continue to use Instructional Technology to focus on supporting improvement with instructional practices to advance high student engagement & high student cognition. Survey data and forums with stakeholders demonstrated that instructional technology needs to continue to promote student engagement and common assessments as direct strategies to support this Priority.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Develop, implement, and share innovative lessons that utilize learning technologies with New York State Computer Science Fluency Standards in their lessons. (ITP Goal #1)</b>	<p>Create curriculum that is aligned to the NYS Digital Fluency and Computing Science Standards.</p> <p>Provide professional development for teachers to learn about and unpack the NYS Digital Fluency and Computing Science Standards.</p> <p>Design and conduct grade level appropriate assessments to determine that digital fluency and computing science standards have been met.</p> <p>Review and analyze digital fluency and computing science assessments to determine proficiencies and set next steps for curriculum development leading to improved student results.</p>	<p>Teacher and administrator attendance at professional development sessions.</p> <p>The development of common language centered around digital fluency and computing science.</p> <p>Exit ticket reflections and surveys.</p> <p>Review of curriculum maps demonstrate alignment to digital fluency and computing science standards.</p> <p>Review of curriculum maps demonstrate and embed exemplar instructional strategies and learning tasks aligned to digital fluency and computing science standards</p> <p>Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.</p>	<p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p> <p>Space – in schools, classrooms, and/or virtual.</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Individuals - faculty, staff, administrators to receive professional development</p>

Priority 4

			<p>Individuals – teachers and administrators, Instructional Technology Director, Instructional Technology Coaches, and outside consultants.</p> <p>Individuals - instructional technology coach</p> <p>Money - to support</p>
<p><b>Promote a digitally safe environment for faculty, staff and students. (ITP Goal #2)</b></p>	<p>Improve lines of communication with parents and families using ParentSquare digital platform, eSchoolData, and district website.</p> <p>Review the importance of Ed-Law 2D with all faculty and staff.</p> <p>Design and conduct technology surveys to assess faculty and staff perceptions and knowledge about instructional technology and digital safety.</p> <p>Analyze technology survey data to determine strengths and weaknesses, next steps for adjustments, and identify critical areas for development and improvement that support increased efficiencies.</p>	<p>Monthly monitoring of ParentSquare dashboard data demonstrates an increased use of the platform.</p> <p>Monthly monitoring of eSchoolData dashboard demonstrates an increased use of the SMS by parents and families.</p> <p>Monthly monitoring of district website dashboard data demonstrates an increased use of key pages accessed by parents and families.</p> <p>Conduct technology survey (focused on digital safety) fall 2022, 100% of staff and faculty participate.</p> <p>Conduct technology survey (focused on digital safety) spring 2023, 100% of staff and faculty participate.</p>	<p>Time – for scheduling surveys and then to analyze and compare data.</p> <p>Money – to fund the surveys and collect results</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Individuals - faculty and staff to complete surveys</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> <p>Individuals - admin teams, technology committee, to</p>

Priority 4

	Adapt professional learning to address results of the survey data.	<p>Full analysis of fall and spring surveys results in identifying strengths, weaknesses.</p> <p>Results of surveys inform and set next steps towards meeting ITP goal #2.</p> <p>Professional learning for faculty and staff represents needs as identified from surveys.</p> <p>Teacher and administrator attendance at professional development sessions.</p> <p>The development of common language centered around digital safety and Ed-Law 2D.</p> <p>Exit ticket reflections and surveys.</p> <p>The Technology Committee communicates district level data, communicates results and next steps to faculty and staff.</p>	<p>review and take action on survey data.</p> <p>Individuals - utilization of BOCES communications specialist.</p>
<b>Offer Professional Development on Emergent teaching with Digital Literacy. (ITP Goal #3)</b>	<p>Develop and implement a professional development plan that assists educators and administrators in the utilization of instructional technology.</p> <p>Professional development is targeted, personalized, ongoing and supported in multiple ways including</p>	<p>Professional learning for faculty and staff represents needs as identified from learning walks, curriculum map review and surveys.</p> <p>The development of common language centered around digital literacy.</p> <p>Exit ticket reflections and surveys.</p>	<p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p>



Priority 4

	<ul style="list-style-type: none"> <li>• collaborative planning sessions</li> <li>• coaching</li> <li>• mentoring</li> </ul> <p>Evaluate the strength and effectiveness of instructional technology professional learning using exit tickets, surveys and learning walk data.</p> <p>Approve an instructional technology coach (FTE) to support faculty and staff to learn about, model and provide support on how to adapt and utilize instructional technology.</p>	<p>Quality instruction demonstrates increased equitable access to high quality learning experiences.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique characteristics of strong and adaptive use of instructional technology that supports instruction and learning.</p> <p>Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.</p> <p>Quarterly sharing of learning walk data with staff to highlight evidence of highly effective pedagogy and best practices.</p> <p>The Technology Committee communicates district level data, communicates results and next steps to faculty and staff.</p>	<p>Space – in schools, classrooms, and/or virtual.</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Money – to fund instructional technology coach</p> <p>Individuals - faculty and staff to complete surveys</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> <p>Individuals - admin teams, technology committee, to review and take action on survey data.</p> <p>Individuals - instructional technology coach</p> <p>Individuals - outside consultant support</p>
<b>Identify and provide access to high quality digital</b>	<p>Conduct technology device, software and safety audits to determine -</p> <ul style="list-style-type: none"> <li>• Security vulnerabilities</li> </ul>	<p>The district has completed a technology audit by May 2023.</p>	<p>Time – for scheduling and conducting technology and then to analyze and compare data.</p>

Priority 4

<p><b>hardware and software resources to address the diverse needs of all student learners. (ITP Goal #3)</b></p>	<ul style="list-style-type: none"> <li>• Ensure the organization is up to date on security measures and practices</li> <li>• Establish foundation for next steps</li> <li>• Replacement plan of aging devices, out-of-date softwares &amp; applications and out-of-date security measures</li> </ul> <p>Add and provide technology devices, software applications and security measures that match student, faculty and staff needs, and district organization needs, per technology audit, surveys, learning walk data, professional development plan.</p> <p>Provide professional development for faculty, staff and administrators to learn about current and newly added technology devices and software applications.</p>	<p>Full analysis of technology audit results in identifying strengths and weaknesses.</p> <p>Results of technology audit informs and sets next steps towards meeting ITP goal #3.</p> <p>The Technology Committee communicates audit data and next steps to faculty and staff.</p> <p>Added technology devices and software represent needs per technology audit, surveys, learning walk data, and professional development plan.</p> <p>Professional development is aligned to current and newly added technology devices and software applications.</p> <p>Professional development exit ticket reflections and surveys.</p> <p>Quality instruction demonstrates increased equitable access to high quality learning experiences.</p> <p>Learning walk tool represents critical look-fors that capitalize on the unique characteristics of strong and adaptive use of instructional technology that supports instruction and learning.</p>	<p>Time – for professional development training and logistically scheduling time for teachers and teacher leaders who provide support to meet.</p> <p>Time - uninterrupted time for administrators to perform learning walks.</p> <p>Money – to fund new devices, software applications and security measures.</p> <p>Money - to fund for professional development outside of contractual hours</p> <p>Individuals - faculty, staff, administrators to receive professional development</p> <p>Individuals - admin teams, technology committee, to review and take action on audit data.</p> <p>Individuals - instructional technology coach</p>
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Priority 4

		Instructional Technology Learning Walk data collected and analyzed by administrators and teacher teams.	Individuals - outside consultant support
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Success looks like:

Grade level and subject area curriculum maps demonstrate alignment to digital fluency and computing science standards. (ITP Goal 1)

Curriculum maps demonstrate and embed exemplar instructional strategies and learning tasks aligned to digital fluency and computing science standards. (ITP Goal 1)

Instructional Technology Learning Walk data demonstrates gains in the effective use of instructional technology as aligned to NYS Digital Fluency and Computing Science Standards and district professional development plan. (ITP Goals 1, 2 and 3)

100% of staff and faculty participate in fall 2022 and spring technology surveys. (ITP Goal 1)

Staff and faculty survey data demonstrates 100% agree or strongly agree they receive professional learning that matches targeted needs, is personalized and ongoing, and is supported in multiple ways. (ITP Goals 1, 2 and 3)

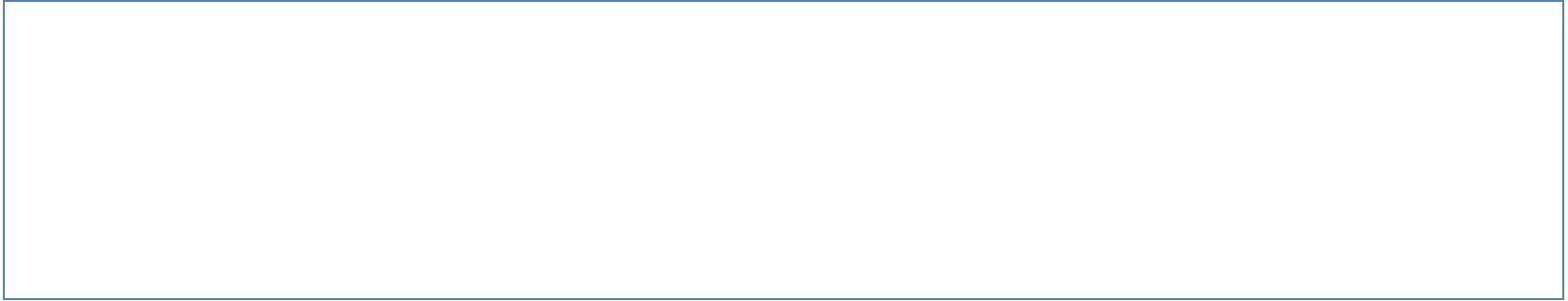
Parent and Family Engagement survey demonstrates an increase in awareness and use of key digital platforms - ParentSquare, eSchoolData, and district website. (ITP Goal 2)

All classrooms have innovative technology in place that is representative of technology audit and needs analysis, teachers knowing how to use it and they use it daily. Surveys and learning walk data will reflect that 75% of teachers are regularly utilizing innovative technology. (ITP Goals 1, 2 and 3)

Software applications to address the needs of students are utilized by teachers and students. 100% of teachers and support staff have completed a professional development course in the use of the devices and software applications to assist their instruction and their students. (ITP Goal 3)

Students' IXL ELA/Literacy and math growth scores show growth of on target or above targeted expectations. (ITP Goal #3)

#### Priority 4



## PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	N/A
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.



## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
John Bishop	Executive Principal	ES and Jr/Sr Schools
Matt Morgan	Jr/Sr HS Principal	Jr/Sr High School
Patricia Paser	ES Principal	Elementary School
Andrea Bovee	Social Worker	ES and Jr/Sr Schools
Jen Sanford	PPS Director	District
Joelle Guerrero	Counselor	Jr/Sr High School
Amy Codi	Teacher	Elementary School
Kristine Goodemote	SPED Teacher	Jr/Sr High School
Pam King	Teacher	Jr/Sr High School
Helen Rebizs	Teacher	Jr/Sr High School
Mila Vachovoc	Student	Jr/Sr High School
Morgan Vachovoc	Student	Jr/Sr High School

### Our Team's Process

Stephanie Deuel	Counselor	Elementary School
Chris Harper	Superintendent	District
Michelle Moore	Parent	

## Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
June 2, 2022	Jr/Sr HS Conference Room
June 3, 2022	Jr/Sr HS Conference Room
July 19, 2022	Jr/Sr HS Conference Room
July 20, 2022	Jr/Sr HS Conference Room
July 26, 2022	Jr/Sr HS Conference Room
July 27, 2022	Jr/Sr HS Conference Room

## Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	N/A
Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).